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ABSTRACT

This report, which reflects the contribution of over 250 Latino leaders in the Northeast, has the following purposes: (1) to call attention to the critical needs of Hispanic American communities in the region; (2) to assist the public and private sectors and community organizations in identifying and solving problems faced by Latinos; and (3) to serve as a guide for action in addressing the needs of this population. Prefatory material describes ASPIRA, its Institute for Policy Research, and sponsorship and funding of the project. The following 10 most salient Northeast Hispanic needs are identified: (1) increased school attendance and dropout reduction; (2) housing improvement; (3) increased voter participation; (4) increased representation in government; (5) increased representation in education administration and policy-making; (6) promotion of Hispanic leadership; (7) increased training and support to facilitate work force entry; (8) improvement in health care delivery; (9) increased community politicization; and (10) increased representation in housing policy-making. The following six principles serve as recommendations for action to promote Hispanic American social and economic advancement: (1) focus on strengthening self-help; (2) emphasize prevention; (3) strengthen Latino leadership; (4) encourage collaboration; (5) be holistic and comprehensive; and (6) promote information exchange. A list of Hispanic leaders participating in the study is appended. (AF)

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Northeast Hispanic Needs:

A Guide for Action

Volume I

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This report was
prepared by

Janice Petrovich, Ed.D.
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ASPIRA expresses its deep appreciation to all who contributed their time and expertise to the successful execution of the study summarized in this report. We are especially indebted to the 45 Latino leaders who took time from their busy schedules and their families to engage in the lively discussions of the August 1986 conference, and to the 249 leaders who responded to our survey. We express our gratitude to William M. Weiser who generously prepared the program used for survey analysis, to Herminio Martínez, Sarah Meléndez, and Elsa Núñez-Wormack who facilitated the conference sessions with exceptional skill and who reviewed the report; and to the following individuals who also provided insightful comments in the development of the report: Alice Cardona, William Díaz, María González-Borrero, Narcisa Polonio Jones, and Millie Torres. Special thanks go to Toni Breiter for her help in editing and producing the report, and to the ASPIRA Association National Office staff, especially Lisa Bonilla, Hilda Crespo, María Cruz, and Elizabeth Weiser-Ramírez, for their hard work and commitment. ASPIRA especially acknowledges the interest and support of the staff of the NYNEX Corporation and the NYNEX Foundation, particularly Barbara Bates, Patricia Fogarty, Jules Santos, Pat Simpson, and Tom Skrobala.

Foreword

When NYNEX Foundation was first approached by ASPIRA to help them with this project we were intrigued with their concept of convening Hispanic leaders from all over the Northeastern United States—and from the rich diversity of Hispanic cultures within the region—to meet, pinpoint, and discuss unmet social needs within their respective communities.

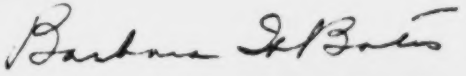
We were excited about the possibility of several very different (and sometimes competing) groups gathering together to discover each others' concerns and perhaps to band together to solve the problems that are common to all.

Social funding resources in our society continue to grow scarcer while the number of competing needs grows larger. In this type of financial climate, it makes eminent sense for groups with the same needs to join together for mutual benefit—to learn to allocate resources and funds and to target social programs in a sharing spirit of cooperation.

Reaction to the ASPIRA conference and the percentage of responses to a subsequent direct-mail questionnaire have been outstanding. Unmet Hispanic needs and suggested strategies for addressing these needs have been carefully documented by ASPIRA staff.

We see this report as a beginning—a philosophical point from which it will be possible for others to find and implement action for social progress. It is here that NYNEX Foundation wishes to invite business, academia, government, nonprofit, foundation, and religious sectors alike to plan or identify programs that work successfully in meeting specific social needs—and to share in the implementation of these programs.

We celebrate ASPIRA's 25th Anniversary of dedicated service to the community and extend our best wishes for their continued success in completing the ambitious project for which NYNEX Foundation is proud to have provided the leadership funding.

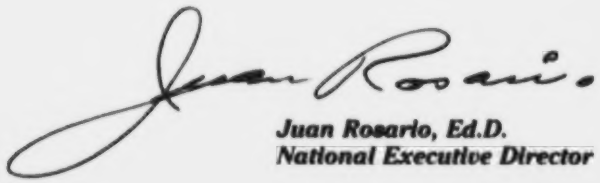


Barbara W. Bates
NYNEX Foundation

Preface

It gives me great pleasure to present this report on *Northeast Hispanic Needs: A Guide for Action.* The celebration of the ASPIRA Movement's 25th Anniversary makes the topic of this first report, prepared by Janice Petrovich, Director of the ASPIRA Institute for Policy Research, particularly timely. The continued relevance of ASPIRA's mission and goals a quarter of a century after its founding is made patent by the study's findings. In the opinion of the Latino leaders who participated in the study, ASPIRA's long-term goals of promoting educational achievement and leadership development remain top priorities in Latino communities.

ASPIRA's founders were people immersed in the realities of their communities, who possessed what John W. Gardner, one of the nation's foremost scholars on leadership development, identifies as one of the salient characteristics of good leaders: a deep faith in human possibilities. They identified their needs and set about to address them. Their ideal of community self-help remains deeply rooted within ASPIRA's mission, goals, and programs. While we are proud of the insight of ASPIRA's founders, it gives us no satisfaction to find that the needs of Latino communities are as pressing now as they were then. We trust that the content of this report will help stimulate fruitful debate, expanded inquiry, and above all, effective action to bring about change.



Juan Rosario, Ed.D.
National Executive Director

About the ASPIRA Association

ASPIRA was founded in 1961 by a group of concerned community leaders and professionals in New York City who met to discuss the alarming drop-out rate of Hispanic students and the social and economic conditions of the Puerto Rican community. Through their efforts, ASPIRA was formed as the first nonprofit organization in the United States dedicated to encouraging and promoting education and leadership development among Latino youth. In the ensuing 26 years, ASPIRA has expanded to include Associate offices located in New York City; Newark, Jersey City, Paterson, Camden, and Trenton, New Jersey; Philadelphia, Pennsylvania; Chicago, Illinois; Dade County, Florida; and Carolina, Puerto Rico. Its programs assist an average of 14,000 youths annually; over 3,000 of these young Latinos are placed in postsecondary educational institutions each year through the assistance of ASPIRA. Included are individuals of all Hispanic subgroups as well as non-Hispanics. Although ASPIRA's focus is on Latino youth, the Association is committed to assisting any young person who seeks help in his or her personal growth.

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About the ASPIRA Institute for Policy Research

In 1985, with initial funding from the Anheuser-Busch Companies and the DeWitt Wallace/Reader's Digest Endowment Fund, ASPIRA established the Institute for Policy Research. Creation of this office marked a significant expansion of the research and policy analysis capability within the private, nonprofit sector of Hispanic organizations.

Headquartered in Washington, D.C., the ASPIRA Institute for Policy Research has access to government statistical bureaus, national research and advocacy organizations, and world renowned centers of information. Interaction with these agencies provides a constant source of data and issue identification and opportunities for cooperative ventures with other research institutions.

The objectives of the ASPIRA Institute for Policy Research are to:

- undertake policy analysis and research focusing on the urgent needs and problems confronting the Hispanic community at national, state, and local levels;
- prepare reliable and timely reports that assess and interpret prevailing policies of special concern to Latinos, providing alternative approaches and challenging commonly held assumptions;
- collaborate with public and private organizations in joint projects related to the education of Hispanics;
- develop pilot projects that address major educational needs of Hispanic students, as determined by needs assessments and data analyses, to serve as model programs for local, state, and national decision makers;
- increase the number of professional Latinos in educational policy analysis and research by serving as a research center for experienced researchers and interns; and
- advocate in favor of Latino youth and the Hispanic community by coordinating, preparing, and presenting policy analyses to appropriate decision-making bodies.

Advice and support for the efforts of the ASPIRA Institute are provided by a Council of Advisors who represent various areas of expertise, including research, education, social science, community development, media and advertising, and advocacy. The members are:

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FACING THE FACTS

The Hispanic population in the United States is increasing at a rate six times faster than that of the nation as a whole; by the year 2020 it is predicted that Hispanics will constitute the largest minority group. (U.S. Bureau of the Census, April 1985)

I. Income

Despite the economic difficulties of many, Hispanics constituted a $70 billion market in 1983. *(Hispanic Policy Development Project, 1984)*

The 20 million Hispanics in the United States represent the fifth largest Hispanic population in the world, with more buying power than all 73 million people in Mexico. *(U.S. Hispanic Chamber of Commerce, 1986)*

In 1982, there were 248,141 Hispanic-owned firms with $15 billion in receipts. *(U.S. Bureau of the Census, Sept. 1986)*

The median Hispanic family income was $19,995 in 1986, more than $10,000 less than the average income for non-Hispanic families. *(U.S. Bureau of the Census, August 1987)*

One out of every 15 Hispanics who worked full-time, year-round was poor in 1985, as opposed to only one of every 40 whites (non-Hispanic) and one of every 22 blacks. *(Center on Budget and Policy Priorities, 1986)*

Hispanics in the work force receive the lowest weekly wages of any major group in the labor market, with Hispanic women reporting the lowest wages. *(U.S. Bureau of the Census, Statistical Abstract of the U.S., 1986)*

In March 1987, there were 4.4 million Hispanic families in the United States: 71% were married-couple families; 23% were families maintained by women with no husband present. By Hispanic group, 18% of Cuban families, 19% of Mexican, 26% of Central or South American, and 43% of Puerto Rican families were maintained by women with no husband present. *(U.S. Bureau of the Census, August 1987)*

Seventeen percent of Hispanic married couples are poor, and 53.1% of Hispanic female-headed families are poor. *(Center on Budget and Policy Priorities, 1986)*

In 1985, the number of Hispanics in poverty reached 5.2 million (29%), the largest number ever recorded for Hispanics. *(Center on Budget and Policy Priorities, 1986)*

While 10% of the nation's children are Hispanic, they constitute 20% of the nation's poor child population. *(National Association of Latino Elected and Appointed Officials, 1987)*

Two out of every five Hispanic children lived in poverty in 1985, the highest poverty rate ever recorded for Hispanic children. This represents nearly 40% (2.6 million) of all Hispanic children under age 18. *(Center on Budget and Policy Priorities, 1986)*

II. Employment

By the year 2000 the total number of Hispanic workers is projected to increase by 74% while blacks will increase by 29% and whites by 15%. *(Bureau of Labor Statistics, 1987)*

In 1985, about 6.7% of U.S. workers were Hispanic and this proportion will increase to about 10% by the year 2000. *(Current Population Survey, March 1985)*

In March 1985, approximately 7.4 million Hispanics 16 years old and over were in the labor force. Hispanic employment overall rose by 25% over the five-year period 1980-85 compared to increases of about 7% for whites, and 13% for blacks. *(U.S. Bureau of the Census, 1985; Bureau of Labor Statistics, 1986)*

In March 1987, 10.8% of employed Hispanic males and 14.6% of Hispanic females were in managerial and professional occupations compared to 26.5% of employed non-Hispanic males and 25.5% of employed non-Hispanic females. *(U.S. Bureau of the Census, August 1987)*

In March 1987, the unemployment rate was 10.2% for Hispanics and 6.8% for non-Hispanics. Mexicans suffered the highest unemployment rate among all

Hispanic groups, 11.7%, while the unemployment rate was 11.0% for Puerto Ricans, 7.9% for persons of Central or South American origin, and 5.5% for Cubans. *(U.S. Bureau of the Census, 1985)*

In April 1986, 30% of the Hispanic student population ages 16-24 was employed compared to 44% of whites and 22% of blacks. Among nonstudents ages 16-24, about 75% of Hispanics were employed. The lowest unemployment rate for dropouts was among Hispanics (18%) followed by whites (21%) and blacks (46%). *(Bureau of Labor Statistics, 1986)*

III. Education

The single most important barrier to success in the labor market for Hispanics is their low level of educational attainment. Only 50.9% of Hispanics complete four or more years of high school compared to 77.3% of the total population. *(U.S. Bureau of the Census, August 1987)*

The drop-out rate for Hispanics is as much as three times higher than for whites (non-Hispanic) and one-and-one-half times higher than for blacks. *(National Commission for Employment Policy* and *National Council of La Raza, 1986)*

In 1985, only 8% of Hispanics had completed four years of college or more compared with 20% for non-Hispanics. Among different Hispanic groups, 42% of Mexicans, 46% of Puerto Ricans, and 51% of Cubans had completed high school, while 63% of persons of Central and South American origin had achieved this educational level. *(U.S. Bureau of the Census, 1985)*

More Hispanic youngsters drop out of school than others, and they also drop out earlier than others; 40% of Hispanic dropouts leave high school before the spring semester of their sophomore year. *(Hispanic Policy Development Project, 1984)*

Hispanics constitute only a small fraction of the teaching force: 2.6% of elementary school teachers and 1.7% of secondary school teachers, respectively. *(Equal Employment Opportunity Commission, 1980)*

College faculties are 93% white, 2.3% black, 1.2% Hispanic. *(Chronicle of Higher Education, Dec. 10, 1986)*

IV. Health

Twenty-two percent of all pediatric cases of AIDS are found among Hispanic children. *(Coalition of Spanish Speaking Mental Health Organizations, 1987)*

Though Hispanics make up about 7% of the U.S. population, they account for 14% of the reported AIDS cases. *(Washington Post, June 16, 1987)*

One-fifth of the Hispanic families interviewed in a 1982 national survey had one or more significant problems in obtaining needed health services, including dissatisfaction with services, problems in obtaining health insurance, and problems in financing care for serious illness and emergencies. *(Anderson, Giachello, Aday, 1986)*

In 1983, 30% of the Mexican-American population had no health insurance compared to 9% for white non-Hispanics and 12% for the total U.S. population. In addition, approximately 20% of black non-Hispanics, Cuban Americans, and Puerto Ricans were uninsured. *(Trevino and Moss, 1983)*

V. Political Participation

In the 1980 Presidential election, 36% of Hispanics 18 years old and over reported that they had registered; only 30% voted. In each election, the voter registration and participation rates were lower for Hispanics than for non-Hispanics. The substantially lower rates for Hispanics are partly the result of the relatively higher and growing proportion of foreign born among Hispanics. *(U.S. Bureau of the Census, Condition of Hispanics, 1983)*

VI. Housing

Home ownership is relatively low among Hispanics. In 1980, less than half of Hispanic households lived in homes they owned compared to two-thirds for the non-Hispanic households. *(U.S. Bureau of the Census, Condition of Hispanics, 1983)*

A GUIDE FOR ACTION

A Guide for Action: Purpose, Findings, and Recommendations

Demographers and, more recently, the controversy surrounding national language legislation, have placed the growing presence of Hispanics in the United States in the spotlight. Many studies have been published citing the urgency of finding solutions to the social and economic lags of Latino and other minority populations. More and more policy makers are becoming convinced that if Juanito can't read, not only is his own future in jeopardy but the entire nation is at risk of losing its competitive edge in world markets. Thus, the moral impetus for equality of opportunity that was the hallmark of the 1960s has shifted to an economic impetus to maintain global competitiveness.

As the second largest and the fastest growing minority in the United States, Hispanics are an increasingly important group. Given current demographic projections, Latinos should outnumber blacks as the country's largest minority around the turn of the century. Despite gains fostered by the social programs and legislative actions of the 1960s, many of the needs of Hispanics are not being met. High school completion rates and college entrance and graduation rates are dramatically lower, while unemployment is higher, for Latinos than for whites. Median Hispanic family income is about two-thirds that of white families. Few Latinos hold public office. Hispanics are proportionally overrepresented in penal institutions, in poverty, in single parent households, in adolescent pregnancy and in AIDS statistics. Effectively addressing the needs of Latinos is being recognized as a national priority.

Our Purpose

The work summarized in this report is a product of ASPIRA's mission of promoting the social and economic advancement of the Hispanic community in the United States.

This report has several purposes:

1. to call attention to the critical needs of Hispanic communities in the Northeast;
2. to assist local, state, and federal governments, parents, the private sector, and the Hispanic communities in the Northeast to identify and seek solutions to the problems faced by Latinos; and
3. to serve as a guide for action to address the needs of Northeast Latinos. The study contains over 200 recommendations for the public and private sectors and for community-based groups.

Findings

The study engaged over 250 Latino leaders in the Northeast in defining the needs of their communities and developing recommendations for action. An attempt was made to include leaders from eight states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, and Vermont); however, no key people were identified in Maine, New Hampshire or Vermont. Therefore, this report is based on information gathered largely from Latino leaders in the remaining five states. A state-by-state analysis of the priority needs showed a high level of consistency across the region. For a detailed regional analysis and comparison, see The Survey section in Volume II of this report. Over 80 needs were identified in areas encompassing education and training, political education and empowerment, health, housing, human services, and community economic development. The top ten needs appear in the following table.

TOP TEN NORTHEAST HISPANIC NEEDS

1. Increase Hispanic school attendance and reduce dropout rates.
2. Increase quality housing for low-income Hispanics.
3. Increase the number of Hispanic voters.
4. Increase the representation of Hispanics in elected and appointed offices.
5. Increase Hispanic representation in administrative and policy-making positions at all levels of the educational system.
6. Promote the development of Hispanic leadership.
7. Increase the availability of training and support programs to facilitate the entry of Hispanic women, youth, and unemployed persons into the work force.
8. Improve the delivery of health care in the Hispanic community for all age groups, from prenatal care to gerontology.
9. Increase the Hispanic community's understanding of the political process at the national, state, and local levels.
10. Increase Hispanic representation on housing policy-making bodies; i.e., planning, zoning, and housing boards.

The needs identified were connected by three common themes: **representation, responsiveness,** and **empowerment**. All the needs mentioned can be subsumed under these three categories.

Representation needs include increasing Latino access to resources, leadership positions, employment, and training opportunities. While expressing a desire for greater levels of representation in the political process and in policy-making bodies, Hispanic leaders also indicated a need to reduce *overrepresentation* among school dropouts, the poor, the unemployed, substance abusers, pregnant teenagers, and AIDS victims.

The second category, **responsiveness**, comprises needs for improving and expanding delivery of social and educational services, effectively combatting discrimination, and increasing public awareness of and sensitivity to Hispanic concerns. In short, Latino leaders expressed the opinion that the *external* social conditions that affect Hispanics should be improved and that the public and private sectors should be more responsive to Hispanic needs.

A third set of needs deals with issues of **empowerment**. With the conviction that knowledge is power, Hispanic leaders indicated that their communities frequently lack information and skills to make decisions such as those concerning their participation in the electoral process or those necessary to secure good jobs. The empowerment category encompasses needs related to the *internal* conditions of Latinos and their communities, such as developing the leadership skills of Latinos and increasing the involvement of the community in the solution of its own problems.

Recommendations

The leaders who participated in the study recognized that the complex nature and wide range of problems confronting Latinos do not lend themselves to simple solutions. There are no quick answers, no ten easy steps for improvement; however, there are some key elements on which policy and programmatic initiatives should focus. The following set of principles can serve as a guide to effective efforts to promote the social and economic advancement of Hispanics in the United States.

Principle One:
Focus on Strengthening Self-Help

The Hispanic communities have many effective organizations and programs and skilled individuals. New initiatives should tap these talents, build on these strengths, and endeavor to transform the traditional welfare approach to one of skill building and employment generation.

The Private Sector Can:

1. Support the efforts of Hispanic community-based organizations by:
   - contributing general operating funds to strengthen their infrastructures;
   - providing technical assistance through mechanisms such as executives-on-loan;
   - providing short-term, no-interest loans to assist community organizations with temporary cash-flow problems;
   - making in-kind contributions of equipment and supplies;
   - making surplus space available for community organizations; and
   - initiating endowments for community-based organizations.
2. Provide incentives for their personnel to serve on boards of community-based organizations and otherwise volunteer their services.

The Public Sector Can:

1. Donate or sell at low cost surplus equipment and supplies to community organizations.
2. Develop programs for public universities to provide technical assistance and on-loan staff to assist in the development of community organizations.
3. Provide low-interest loans for building purchases and remodeling to community organizations and to low-income Latinos.
4. Develop programs to train Latinos to provide services to their own community.
5. Encourage Hispanic staff members to establish and maintain links to their communities.

Community Organizations Can:

1. Develop for-profit enterprises as a means of increasing financial independence.
2. Use the media to increase public awareness and support of the challenges and opportunities that a growing Hispanic population represents.
3. Develop entrepreneurial skills training programs focusing on future employment trends.
4. Identify successful Latinos and encourage their contributions to Hispanic organizations as volunteers, trainers, role models, and donors.
5. Identify and request the support of Hispanic staff members of elected and appointed officials.

Because mainstream institutions have not educated our children, we have been forced to develop an alternative network of educational services and support systems.

María Estela Carrión
Executive Director
Hispanic Office of Planning and Evaluation
Roxbury, Massachusetts

Principle Two:
Emphasize Prevention

We need to stress prevention instead of remediation. The focus on prevention at the earliest age possible will subsequently decrease the instances of remediation.

Nathan Quiñones
Chancellor
New York City Board of Education

Investing in the development of the young has been shown to avoid costly interventions later on. Children derive great benefits from an early start. Programs that motivate and build the self-confidence of Latino youth, and programs that ensure adequate health and housing should be supported.

The Private Sector Can:

1. Increase support for programs that effectively address the needs of Latino youth.
2. Help create a greater awareness of the youthfulness and increasing impact of Hispanics as consumers and workers.
3. Establish funding of Hispanic initiatives as a priority area.
4. Provide incentives to employees to work as volunteers and mentors for Latino youth.

The Public Sector Can:

1. Ensure that teacher education programs include the study of subjects, such as cultural diversity and language learning theory, that enable educators to deal more effectively with culturally and linguistically diverse students and parents.
2. Improve data gathering on Hispanics to permit continuous identification and monitoring of areas in which Latinos are not on a par with the general population.
3. Develop mechanisms to provide adequate health care to all who need it regardless of their economic status or ethnic background. The health care of youth may be improved by increasing the number of school-based health clinics.
4. Support and expand programs that are shown to improve the welfare of Latino children and youth from low-income backgrounds, such as Head Start.
5. Create new programs designed to improve the welfare of Hispanic children and youth, such as child care and after-school programs.
6. Generate a concerted effort to increase adequate and affordable housing for low-income Hispanics.

Community Organizations Can:

1. Involve Latino youth in activities that build their self-confidence and sense of self-worth.
2. Develop theatrical and videotape presentations for youth and their families to dramatize and present alternatives to social problems such as family violence, teenage pregnancy, and drug abuse.
3. Help develop the capacity of Latino parents to monitor and assist in the education of their children.

Principle Three:
Strengthen Latino Leadership

Greater Hispanic representation at all levels of decision making will promote greater responsiveness to Latino needs. Youth should be encouraged and supported in developing their leadership potential.

The Private Sector Can:

1. Increase the number of Hispanic administrators on policy-making and resource allocation bodies within their organizations.
2. Support organizations that promote community awareness of the importance of participating in the political process.
3. Collaborate with community organizations in creating leadership development programs, including internship and mentoring opportunities for Latino adults and youth.
4. Create a support network and mentoring opportunities within their organizations to assist in the professional growth of their Hispanic employees.

The Public Sector Can:

1. Appoint Hispanics to administration positions at the local, state, and federal levels.
2. Simplify voting procedures using mechanisms such as lifetime and mail registration and providing local registration facilities so that more Hispanics are encouraged to vote.

Community Organizations Can:

1. Develop middle managers to move into senior positions in community organizations to plan for leadership succession and continuity.
2. Enlist successful Hispanics as role models and mentors for Latino youth.
3. Expand leadership development opportunities programs for youth and adults, including internships and conferences.
4. Develop mechanisms to support Latino candidates for public office, such as encouraging professionals to volunteer legal counsel or public relations expertise.
5. Conduct Hispanic voter registration and participation activities.
6. Conduct and publicize research on Latino political trends and patterns.

In facing the escalating cost of being a political candidate, besides finding ways to raise funds we need to be part of whatever move is under way to make the process more democratic, less dependent on the privileges of having money.

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Principle Four:
Encourage Collaboration

The NYNEX Corporation and the Foundation are looking not just to do things right, but to do the right thing. We are looking to be a catalyst for social change. We are looking to try to make things happen. We are so inextricably interwoven with the communities that we serve, that if the communities don't have viable economies, we don't have places to sell our services, and we don't have a community from which to draw the right kind of people to work for us. It's a benefit for us all to work together.

Patricia Fogarty
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Hispanic organizations, private employers, universities, and federal, state, and local governments, should join in the effort to address Latino needs. Building on the strengths of Hispanic communities, a combination of public and private efforts and resources must tackle the task of addressing emerging and lingering needs of the Latino communities.

The Private Sector Can:

1. Develop awareness of benefits to the private sector of collaborating with government agencies and community organizations to promote the social, economic, and educational advancement of Latinos.
2. Provide challenge grants for projects that involve collaboration between community organizations, private enterprises, and local, state or national government agencies.
3. Seek the counsel of Latino leaders and community spokespersons on how to collaborate in the solution of problems facing the local communities and the nation.
4. Develop programs to provide small Hispanic businesses with access to training in fiscal management techniques and credit consultation and advisement.

The Public Sector Can:

1. Work together with Latinos to strengthen the public education system and improve its effectiveness with Latino youth by:
   - increasing the number of Hispanic professionals at all levels of the educational system; and
   - identifying community-based programs that successfully promote educational achievement for Latinos and fund the broader application of their methods within the school system.
2. Establish partnerships with the private sector and community organizations for building and housing rehabilitation.
3. Develop and expand training programs for community health-care workers.
4. Promote collaboration among human service agencies by establishing an effective referral system for Latino families needing a variety of assistance programs.

Community Organizations Can:

1. Form coalitions with Latino and non-Latino groups to advocate on specific issues such as bilingual education, civil rights, budgets, and appropriations for social service programs.
2. Establish networks to raise funds for viable Latino candidates for public office.
3. Form coalitions to advocate for equitable United Way and corporate funding for Hispanic organizations.
4. Encourage mature organizations to provide technical assistance to developing agencies.
5. Use cooperative purchasing power to secure supplies, insurance, and fringe benefits for community organizations.

Principle Five:
Be Holistic and Comprehensive

When dealing with individuals, effective policies and practices should focus on their broad range of needs. Just as the educational achievement of children cannot ignore their health and living conditions, improving the condition of Latinos must not be viewed as dependent on the solution of one isolated set of problems. The inherent interrelationship of Latino needs requires comprehensive and integrated efforts.

The Private Sector Can:

1. Support programs that address a broad range of Hispanic needs.
2. Broaden employee benefit programs to include family health-care and day-care plans.

The Public Sector Can:

1. Promote links between human service agencies such as Head Start programs and job training programs for parents.
2. Implement educational policies in which placement in programs or grades is determined by using multiple criteria to measure a broad range of skills.
3. Develop comprehensive approaches to health education by targeting all family age groups.
4. Strengthen enforcement of antidiscrimination laws to guarantee Hispanic access to opportunities and services.
5. Consider cultural variables, such as the extended family, in developing public housing for Latino communities.

Community Organizations Can:

1. Ensure that programs are designed to deal with individuals in a comprehensive manner, considering their broad range of needs in areas including education, health, housing, and employment.
2. Educate staff to provide comprehensive services to Latinos seeking assistance.
3. Advocate for public policies and programs that consider the concerns of culturally and linguistically diverse groups.

Researchers have to stop looking at us in terms of social pathology. We need to foster the notion that our knowledge of Hispanic language and culture is a resource, not a problem.

Flora Mancuso Edwards
Preaident
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Principle Six:
Promote Information Exchange

Corporations are going to be looking at us as a young, influential group who is going to have a lot of political clout in the future.

Rita Di Martino
Chairperson of the Board of Directors
National Council of La Raza
New York City

Disseminating information on successful programs and experiences and on local, regional, and national data on Hispanics stimulates discussion of similarities and differences and encourages better planning to meet Latino needs. Convening Latinos on a regular basis is essential for developing active networks and encouraging articulation and coordination.

The Private Sector Can:

1. Support efforts to convene Latinos on a regular basis for information exchange and planning.
2. Disseminate information on corporate and foundation donation patterns to Hispanic organizations.

The Public Sector Can:

1. Improve data collection and reporting on Latino populations.
2. Develop local information networks and mechanisms to ensure that Latinos receive clear and concise information on public services and programs and voting procedures.

Community Organizations Can:

1. Document and disseminate information on successful programs and models.
2. Identify areas of expertise of local service organizations and provide information to other agencies.
3. Use the media to increase public support and awareness of Latino concerns.

Taking Action

There are no quick and easy solutions to the problems faced by Hispanics in the Northeast. The recommendations outlined in this report present key features of effective programs and action strategies. But to remain responsive to emerging needs, local groups must continue to be a major force in efforts to address Latinos' most pressing problems. Harnessing community energy, forming working partnerships, and mobilizing talent and resources require a sustained and concerted effort on the part of community organizations, the private sector, and local, state, and federal governments. The needs are great, and so must be the joint effort to address them.

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